Assure Model

Your Name: Bianca Olmo

Name of Lesson: News Media and Government

URL of Videos:

* Facebook Gets Political , And Ramps Up Its Influence In Washington

<http://www.youtube.com/watch?v=FFV73Da2LOM>

* Social Networking Is Revolutionizing Politics

<http://www.youtube.com/watch?v=9DtTTB-Njgk>

* Politicians on Social Media - Alik Brundrett Talks With 9News KUSA Denver

<http://www.youtube.com/watch?v=lQa9DLoC-kM>

* Evolution of Media

<http://www.youtube.com/watch?v=tVy76THYMDs>

* The Growth of US Newspapers 1690-2011

<http://www.youtube.com/watch?v=28TG2QJYSGc>

* Newspaper History

<http://www.youtube.com/watch?v=38kOoOl1PhA>

* The End of Newspapers

<http://www.youtube.com/watch?v=wl1HsZpKAdQ&feature=related>

* The Beginning of Commercial Radio

<http://www.youtube.com/watch?v=iQANmy2Wcpc&feature=related>

* Radio History

<http://www.youtube.com/watch?v=VVMGJlj0KY4&feature=related>

* FDR Fireside Chat 19: On the war with Japan

<http://www.youtube.com/watch?v=n5LKtzpWNB8>

* The Evolution of TV

<http://www.youtube.com/watch?v=BWNXfoplvMQ>

* Famous “Daisy” Attack Ad from 1964 Presidential Election

<http://www.youtube.com/watch?v=dDTBnsqxZ3k&feature=related>

* Kennedy-Nixon First Presidential Debate, 1960

<http://www.youtube.com/watch?v=gbrcRKqLSRw>

* History of the Internet

<http://www.youtube.com/watch?v=rRpcSjck4wo&feature=related>

* Weekly Presidential Address

<http://www.whitehouse.gov/briefing-room/weekly-address>

* Barack Obama’s YouTube Page

<http://www.youtube.com/user/BarackObamadotcom?ob=0&feature=results_main>

2 Sunshine State Standards Addressed and 1 NETS-S Standard Addressed:

* Sunshine State Standards
  + SS.912.C.2.12
    - Explain the changing roles of television, radio, press, and Internet in political communication.
      * Civics and Government
      * Grades 9-12
  + SS.912.C.2.15
    - Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
      * Civics and Government
      * Grades 9-12
* NETS-S Standard
  + Communication and Collaboration
    - Students use digital media and environments to

communicate and work collaboratively, including

at a distance, to support individual learning and

contribute to the learning of others.

* + - * a. Interact, collaborate, and publish with peers,

experts, or others employing a variety of digital

environments and media

* + - * b. Communicate information and ideas effectively

to multiple audiences using a variety of media

and formats

* + - * c. Contribute to project teams to produce original

works or solve problems

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| A | **A= Analyze your Learners**  As best you can tell, describe the learners for whom this lesson is intended. What else do you think you would need to know about them? |
| * 12th grade / 17-19 year olds * Male and Female * Various socio-economic backgrounds * Diverse ethnic backgrounds   - Caucasian  - African-American  - Latino  - Puerto-Rican  - Mexican  - Dominican  - Cuban   * Students with Special Needs   - ESL: English as a Second Language  - ESE: Exceptional Student Education   * Main Learning Styles   - Visual  - Kinesthetic  - Auditory   * Prior Knowledge   - Basic knowledge of political communication in the United States.  - Internet Skills  - Wikispaces Wiki Construction  - Microsoft Office Skills |
| S | **S = State your Objectives**  Carefully review the lesson plan. Identify the objectives. If the lesson plan has learning objectives that do NOT meet the ABCD criteria, rewrite them. You should have **at least 3** learning objectives that meet the ABCD formula. Remember, think Action Verbs!  A=Audience; B=Behavior; C=Condition and D=Degree. |
| 1. Given an example of political social media usage either by Political Action Committees (PAC), politicians/public figures, or private citizens, the 12th grade U.S. government student will be able to evaluate its purpose and intended audience with 70% accuracy. 2. Given a blank timeline of U.S. history spanning from the 1700’s to the present day, the 12th grade U.S. government student will be able to label the main political communication forms of specific eras and their effect on government with 70% accuracy. 3. Given an example of a government issue/topic, the 12th grade U.S. government student will be able to assess which institution/organizations (political party, PAC/interest group, the media, and private individuals) may play a role in shaping a potential policy concerning the issue/topic with 50% accuracy. |
| S | **S = Select Media and Materials**  In this section, make a list of what materials are needed for this lesson plan. If they don't specifiy any technology, think of how you might do that! Try to think of two different things you or your students could do with technology.. Maybe you can find a good multimedia site to use in this lesson? How about using word processing instead of writing? You might be able to use a spreadsheet or PowerPoint? |
| Materials:   * Teacher Computer   - Internet Access  - Microsoft Office 2010  - Speakers   * SMART Board * Classroom set of computers (25 computers)   - Internet Access  - Microsoft Office 2010   * Class set of headphones (25 sets) |
| U | **U = Utilize Media and Materials**  How are the materials used? |
| Materials:   * Teacher Computer   - Internet Access  - Video: Evolution of Media  - Video: Facebook Gets Political…  - Video: Social Networking Is Revolutionizing Politics  - Video: Politicians on Social Media…  - Microsoft Office 2010  - To create project rubrics and quiz  - Speakers  - To assist in the viewing of videos   * SMART Board   - Student Presentations of finished products  - Easy navigation throughout the student wikis  - Presentation of an Interactive Timeline of the Evolution of Media   * Classroom set of computers (25 computers)   - Internet Access  - To create wikis for project component  - To view resources and handouts placed on the classroom wiki by the  instructor  - To research and view samples of current social media  - Microsoft Office 2010  - To create a blog entry using Microsoft Word templates   * Class set of headphones (25 sets)   - To enable students to view videos placed on the classroom wiki for  more in-depth information( concerning the different forms of media)  without interrupting other groups  - View videos or websites with sound, while researching, without  interrupting other groups |
| R | **R = Require Learner Participation**  Explain what the students are doing. How will they use technology in this lesson? |
| * Students will be introduced to the topic of the history of media and its effects on government through a brief lecture, interactive timeline, and video clips shown using the teacher computer set-up and the SMART Board.   Students will be given an assignment with two main components:   * Students will be broken into 5 groups of 5. Members for these groups will be chosen by the teacher. * There will be separate rubrics for the project wiki and the presentation of the project wiki.  1. Create a project wiki showcasing the three main ways social media is being used in politics   The wiki should consist of 4 pages:   * Page 1: introduce the group * Page 2: a social media page for a fictional PAC * Page 3: a blog entry from the perspective of a private civilian   + create blog using Microsoft Word template * Page 4: a social media page for a Florida politician   + statistics and facts must be accurate * To create the wikis students will use classroom computers with internet access to research and compose the requirements above. * To view videos while researching or potentially add music to their project wikis, students will use the class set of headphones. * Each group member should have a computer to ensure that all group members are able to participate simultaneously. * Specific elements required on each page of the wiki will be included in the provided rubric.  1. Present the project wiki to the class and explain the different components used   - Students in groups will use the SMART Board to present their project  Wiki.   * The SMART Board will provide easy navigation for students presenting their project wiki. * After each group presents their project wiki there will be a discussion and Q&A session with the class. * A quiz will take place after all groups have presented to review topics discussed during the presentations and the topic introduction lesson. |
| E | **E = Evaluate and Revise**  How do you assess student learning? |
| Each time you use a lesson with your students, it's an excellent idea to write yourself notes, so that you can revise the lesson if needed. For this assignment because you haven't actually taught the lesson, you do not need to add anything about revision.   * Assessment of student learning would be measured through class discussion, information and knowledge present on the project wikis, and an exam following the completion of the lesson. Group presentations also provide assessment of student learning. A student’s ability to research and present information they have learned and accumulated accurately assesses student learning. |